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ABSTRACT

This framework for music contains four instructional strands. Each strand has content standards and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The strands are: (1) "Create and Perform," in which students will demonstrate musical competency through creating and performing; (2) "Listen Perceive, and Analyze," in which students will demonstrate a response to diverse styles of music through listening, perceiving, and analyzing; (3) "Cultural and Historical Contexts," in which students will develop an understanding of the relationships of music to history and culture; and (4) "Connect and Apply," in which students will demonstrate an understanding of the relationships between music and the other arts, and disciplines outside the arts, and an understanding of the relationships of music to career and life-long applications. (BT)

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Arkansas Music Curriculum Framework 1997

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Arkansas Music Curriculum Framework 1997

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All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

STRAND 1: Create and Perform

CONTENT STANDARD

Students will demonstrate musical competency through creating and performing.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

1.1.1. Recognize, explore and demonstrate the ability to sing unison, rounds, descants, ostinati and partner songs with correct posture and accurate pitch.

1.1.2. Explore and demonstrate basic elements of music through playing melodic and percussion instruments (e.g., beat, rhythm, tempo, pitch, melody, harmony and phrasing).

1.1.3. Explore and demonstrate expression and interpretation through body movement.

1.1.4. Experience reading music through movement and graphic and/or symbolic notation.

1.1.5. Improvise, compose or arrange short melodies and rhythms using a variety of sound sources including traditional, nontraditional and electronic means.

1.1.6. Develop awareness of musical accuracy.

1.1.7. Exhibit respect for the contributions of self and others within a musical setting.

GRADES 5-8

1.1.8. Identify and define standard music symbols and terminology.

1.1.9. Display technical skills through studying intervals and scales and sight-reading simple melodies and rhythms.

1.1.10. Perform music of various styles with technical accuracy and appropriate interpretation and phrasing.

1.1.11. Perform music in at least three part harmony.

1.1.12. Develop criteria for evaluating performance toward self-correction.

1.1.13. Develop self-expression through musical performance.

1.1.14. Demonstrate teamwork and self-discipline through musical performance.

1.1.15. Notate, improvise, compose and arrange music within specified guidelines.

1.1.16. Explore the role of technology in the creation and performance of music.

GRADES 9-12

1.1.17. Sing with expression and technical accuracy, alone and with others, a varied repertoire of music at a minimum difficulty of level 3 (on a scale of 1-5).

1.1.18. Perform instrumentally with expression and technical accuracy, alone and with others, a varied repertoire of music at a minimum difficulty level of 3 (on a scale of 1-5).

1.1.19. Improvise, compose or arrange stylistically appropriate melodies, variations and accompaniments.

1.1.20. Identify intervals, perform scales and demonstrate the ability to sight-read music accurately and expressively. (Music for sight-reading should be at least level two of difficulty on a scale of 1 to 5.)

1.1.21. Evaluate performance through critical listening for the purpose of self-correction.

1.1.22. Demonstrate teamwork and self discipline through musical performance.

1.1.23. Explore the role of technology in the creation and performance of music.

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STRAND 2: Listen, Perceive, and Analyze

CONTENT STANDARD

Students will demonstrate a response to diverse styles of music through listening, perceiving and analyzing.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

2.1.1. Explore and identify simple music forms through listening, movement and visual symbols (i.e., AB, ABA, rondo, theme and variations).

2.1.2. Explore, identify and analyze non-musical sounds, various instrumental and vocal timbres (i.e., band/orchestra and adult/children's voices).

2.1.3. Demonstrate perception of musical styles and elements through movement and verbal response (i.e., tonality, beat, pitch, melody, rhythm, form, harmony, timbre, dynamics, tempo, meter).

2.1.4. Develop a musical vocabulary relating to notation, instruments, voices and performance. 2.1.5. Explain personal preferences for specific musical works and styles.

GRADES 5-8

2.1.6. Identify instruments and vocal classifications by timbre.

2.1.7. Identify the elements and components of a musical composition using appropriate musical vocabulary (e.g., rhythm, tempo, meter, pitch, melody, harmony, dissonance, texture, form, dynamics, etc.).

2.1.8. Compare and contrast two or more styles of music (i.e., baroque/romantic, blues/reggae, etc.)

2.1.9. Illustrate and communicate through another medium an individual interpretation of a given listening example (i.e., poetry, visual arts, movement, etc.).

2.1.10. Develop criteria for making informed critical judgments.

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GRADES 9-12

2.1.11. Analyze aural examples of a varied repertoire of music by describing, in musical terms, the uses of musical elements and expressive devices (i.e., rubato, dynamics, etc.).

2.1.12. Compare and contrast emotional responses evoked by a variety of musical styles (i.e. sorrow, love, joy, anger, pride).

2.1.13. Identify and evaluate the artistic merit of a composition.

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STRAND 3: Cultural and Historical Contexts

CONTENT STANDARD

Students will develop an understanding of the relationships of music to history and culture.

STUDENT LEARNING EXPECTATIONS:

GRADES K-4

3.1.1. Identify aurally types or styles of music from various historical periods and cultures.

3.1.2. Sing and play a variety of music from diverse world and American cultures (African American, Asian American, European American, Hispanic American, Native American) with special emphasis on the local school population.

3.1.3. Describe in simple terms how the common elements of pitch, rhythm, dynamics and timbre are used in musical examples from various historical periods and cultures.

3.1.4. Identify and compare the role of musicians (e.g., composer, conductor, performer) from various historical periods and cultures.

3.1.5. Demonstrate appropriate audience behavior for the context and style of music performed.

GRADES 5-8

3.1.6. Describe and compare distinguishing characteristics of representative musical styles from a variety of cultures (e.g., jazz, mariachi, gamelan, etc.).

3. 1.7. Compare functions of music, roles of musicians and settings in which music is typically performed in diverse world and American cultures (African American, Asian American, European American, Hispanic American, Native American) with special emphasis on the local school population.

3.1.8. Perform music of diverse world and American cultures (African American, Asian American, European American, Hispanic American, Native American).

3.1.9. Recognize that musical development is a continuum influenced by historical

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and technological events (e.g., clavier - synthesizer; plainsong - four-part harmony, etc.).

3.1.10. Relate major composers, characteristic instrumentation, and music's function in society to stylistic periods (e.g., J.S. Bach/organ/church music -- baroque, etc.).

3.1.11. Describe and compare music of stylistic periods based on listening examples (e.g., medieval, renaissance, baroque, classical, romantic, contemporary).

3.1.12. Perform literature from various stylistic periods.

3.1.13. Demonstrate appropriate audience behavior for the context and style of music performed.

GRADES 9-12

3.1.14. Classify unfamiliar but representative aural examples of music by genre, style, historical period and/or culture, and justify the classifications.

3.1.15. Perform literature from various stylistic periods.

3.1.16. Perform literature representative of diverse world and American cultures (African American, Asian American, European American, Hispanic American, Native American) with special emphasis on the local school population.

3.1.17. Trace the evolution of various American music genres and identify major musicians associated with them.

3.1.18. Demonstrate appropriate audience behavior for the context and style of music performed.

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STRAND 4: Connect and Apply

CONTENT STANDARD 1

Students will demonstrate an understanding of the relationships between music and the other arts, and disciplines outside the arts.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

4.1.1. Recognize similarities and differences in the meanings of common terms (e.g., form, line/contour, pattern, contrast, sequence, texture, etc.) used in the various arts.

4.1.2. Develop an awareness that music is interwoven into the structure of all disciplines (e.g., foreign languages: musical terminology and songs in va rious languages; language arts: using the expressive elements of music in inter pretative readings; mathematics: mathematical basis of rhythmic values; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions; social studies: songs associated with historical occurrences; computer technology: keyboards, and basic MIDI devices).

GRADES 5-8

4.1.3. Identify commonalties between music and the other fine arts (e.g., rhythm - movement, timbre - color, etc.).

4.1.2. Compare similar events, scenes, emotions or ideas as depicted in two or more disciplines in the arts and humanities.

4.1.3. Relate major visual artists and their work to corresponding composers, their music and stylistic periods.

4.1.4. Describe ways in which the content of other disciplines is interrelated with that of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).

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GRADES 9-12,

4.1.5. Compare and contrast the commonalties between music and the other fine arts.

4.1.6. Analyze similar events, scenes, emotions or ideas as depicted in two or more disciplines in the arts and humanities.

4.1.7. Explain ways in which the content of various disciplines outside the arts are interrelated with those of music (e.g., physics: describe the physical basis of tone production in acoustic instruments, electronic instrum ents, and the human voice and the transmission and perception of sound, etc.).

CONTENT STANDARD 2

Students will demonstrate an understanding of the relationships of music to career and life-long applications.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

4.2.1. Exhibit an understanding of how commonalties and differences in musical heritage influence individual daily life.

4.2.2. Identify various musical experiences relating to daily life (e.g., holidays, religious services, civic events, special occasions, etc.) and describe characteristics that make certain music suitable for each use.

4.2.3. Explore the world of work in music related careers.

4.2.4. Explore the role of technology on composing and performing music.

GRADES 5-8

4.2.5. Explore how and where music is used in the individual's community and beyond.

4.2.6. Discover ways music affects and/or enhances the lives of people of various ages, heritages, and cultures.

4.2.7. Investigate a variety of music related careers within community and beyond.

4.2.8. Project the role(s) music will play in the individual's adult life (e.g.; consumer, participant, career, etc.).

4.2.9. Explore the role of technology on the composing and performing of music.

GRADES 9-12

4.2.10. Identify ways to transfer musical knowledge and skills to lifelong community, career, and leisure activities.